ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001674	N.A.	N.A.	

4. AUTHOR(S): Cangemi, Joseph P.

5. TITLE OF DOCUMENT ABSTRACTED: The Central Registry of Dropouts

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Madison Area Project, 1001 Almond Street, Syracuse, New York (ORG. / ST. / CITY, STATE)

9. PUBLISHER OR SOURCE: Madison Area Project, 1001 Almond Street, Syracuse, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	8

TELE. EXT. INST/LOC CODE

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☒ IN-PROGRESS ☐ FINAL ☐ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12): record keeping; registering dropouts; information storage; dropout research; central registries; high school dropouts

Madison Area Project, Syracuse, New York, Ford Foundation

17. ABSTRACT (MAX. 250 WORDS)

The Registry would contain information concerning school dropouts. Because it would provide a central collection point of dropout information throughout the school district, research, guidance and placement of these individuals would be greatly simplified.

The first basic form presented contains only the name, address, age, location of records and reason for leaving school. A second form which could be used is more detailed but offers the researcher and placement director more comprehensive data because it includes information on student and family backgrounds in addition to basic information.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

ED001674 . 000704

THE

CENTRAL REGISTRY

OF

DROPOUTS

By: Joseph P. Cangemi, Vocational Coordinator
Madison Area Project
Syracuse Public Schools System

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE CENTRAL REGISTRY OF DROPOUTS*

By Joseph P. Cangemi

THE DROPOUT PROBLEM IS ONE OF LONG STANDING

One of the oldest problems still facing our educational systems today concerns the dropout. The recent public attention given this topic is an indication of the serious ramifications this problem has created. Programs aimed at strengthening school-holding power are now in operation in various parts of the country. Some have proven successful, others not so successful. Vast quantities of money continue to be spent for research on how to keep students from leaving school without a diploma. Also, how to deal with them after they have withdrawn.

According to current studies, 40% of our nation's students presently in grade school will not remain long enough to receive a high school diploma. With the increasing imbalance between education and job opportunities, school leavers will be faced with a disastrous future in our economy. They are virtually committing themselves to unskilled jobs and limited, dead-end labor opportunities. Dropouts tend to be the last hired and the first fired; they also, as a group, constantly occupy the bottom of the income scale. They are continually the lowest paid of all working groups.

Students who decide to leave school are faced with many responsibilities, vocational and otherwise. In spite of this, the majority of them do not go to state employment offices, visit school counselors, or talk to individuals qualified to help them obtain jobs. Instead, they leave school ill-equipped educationally and emotionally to meet the adult responsibilities that will be expected of them.

THERE IS A NEED TO COLLECT DATA ON SCHOOL LEAVERS

When a student drops out of school, he usually vanishes from the sight of those most able to help him. Consequently, a knowledge of his whereabouts is generally lacking, as well as are facts about his potential skills, abilities and interests. Rehabilitative work, remedial work, and vocational assistance becomes difficult because most school systems maintain dropouts' records at their individual alma maters. This creates many problems when information is needed about a reluctant learner and it is not easily obtainable. The situation is compounded when interested organizations such as the police, the Welfare Department, and other social agencies desire information about a

*NOTE: A Central Registry of Dropouts was established by Mr. Cangemi as part of an experimental program for dropouts. Mr. Cangemi is Vocational and Placement Coordinator of the Madison Area Project, Syracuse Public Schools System, Syracuse, New York. Dr. Mario D. Fantini is the director. The project is sponsored jointly by the Ford Foundation and the Syracuse Public Schools System.

dropout only to find that he himself has conveniently "forgetten" the name of the institution which he last attended, or was asked to leave. This all points up to the serious need there is to collect pertinent data on students who leave school and to have this data available at one location.

Another need created by the dropout problem is that of ascertaining the number of students who literally dropped out of school during an academic year as opposed to those who transferred to another school system. With the thought of collecting accurate figures on the number of pupils who leave school annually and to have on hand in one place sufficient information on each of them, The Central Registry of Dropouts was developed.

THE CENTRAL REGISTRY OF DROPOUTS AND ITS OPERATION

The Central Registry of Dropouts is a name given to the location where information concerning school dropouts can be found. More than that, it is a system which provides valuable research and statistics. Characteristics, aptitudes, interests, history, etc., of students who left school are located in it. Instead of having this information scattered throughout a school system in the various schools from which the ex-learners departed, it is available in one place, in one central location. A "Central Registry" could easily be operated from a Board of Education where research, guidance, and other facilities are within easy reach. These facilities, when teamed with the information in the Registry files, can be more effectively utilized to assist dropouts. The administrator of the Central Registry can be expected to spend about one-half hour per day on the system. His background in counseling, psychology, research or special education will be an asset to him. The system began as a card file of dropouts' names and was later expanded to gather more detailed information. This paper describes two proposed methods of collecting data for a Central Registry.

THE FIRST METHOD OF OPERATION - THE SIMPLEST

The first method of operating the Central Registry of Dropouts is the simplest. When a student drops out of school, the attendance teacher or someone so designated sends a card to the CROD* Coordinator with information that is basic to locating the student, plus a few additional facts. The cards are easily kept in a box, which takes up little space and makes utilization easy. As far as the actual use of the cards is concerned, the amount of cards counted in the box is the number of dropouts up to that chronological point in the school year. This particular method is a good starting point in locating further information about school leavers. It takes perhaps three to five minutes to fill one of these cards out and send it to the Registry director. Little time need be expended in organizing this method, yet important necessary information about all students who have dropped out of school is quickly located. An example of what this particular card could look like is as follows:

*Refers to Central Registry of Dropouts

NAME _____ SCHOOL AT WHICH RECORD(S) COULD BE FOUND: _____

ADDRESS: _____ TELEPHONE: _____

BIRTH DATE: _____ RACIAL ORIGIN: _____

REASON WHY LEFT SCHOOL:

_____ EXPELLED
_____ QUIT
_____ WORK
_____ MARRIAGE
OTHER: _____

THE SECOND METHOD - THE MOST DETAILED

The second method of operation of The Central Registry of Dropouts is more detailed and utilizes four forms, Forms No. I, II, III and IV. Examples of these forms are included at the end of this paper. It is excellent for those who wish to do extensive research on dropouts. It works in this way. A student who decides to leave school usually crosses the path of the attendance officer first on his way to academic freedom. The attendance officer generally knows before anyone else that this particular student is either ready to leave school and is just marking time until his sixteenth birthday, has decided not to show up for further classes, was expelled, or simply stormed out of school and never returned. Having this knowledge, he starts this second, more detailed system working. He fills out Form No. I and sends it to The Central Registry Headquarters. The director of the CROD, upon learning that this student has left school, starts a file for the ex-student and places Form I in it. He follows it up by sending Form II to the dropout's guidance counselor; Form III to his teachers; and Form IV to an employment for vocational counselor if such a contact is suspected. The material on the four forms when returned to the Central Registry gives sufficient information so that facts about a student's background are readily available for all those who might need it. The many problems previously involved in getting hold of salient information about each school deserter are greatly eliminated. The need to call several counselors, principals, teachers, and in some cases the superintendent, is drastically reduced. Now, suitable data to more than meet the needs of interested individuals and organizations can be found in one place.

With respect to research possibilities, placing all the information on each student on IBM cards would facilitate such procedures, as well as being instrumental in gathering followup statistics. Variations and techniques in The Central Registry of Dropouts can and should be adopted according to individual school needs.

THE VALUE OF THE CENTRAL REGISTRY

The Central Registry of Dropouts provides an accurate count of pupils who dropped out of school during an academic year. A very distinct advantage of The Registry is that the exact number of students who departed from school since its opening in September can be determined at any time during the year by a simple counting of cards or folders, depending upon which method is used, the simplest or the more detailed. This procedure also gives important information on each student within days after he has left school. The Central Registry of Dropouts can help those who utilize it keep well informed about a student's whereabouts after his school departure simply by using additional memo sheets. It can also describe his activities and employment since the counselor's or psychologist's last contact with him. Once a registry is in operation, a program can be developed for meeting the individual deficiencies of the dropout. Helping him adjust to the world-of-work, attaining a mature citizenship, or influencing him to return to school are among the needed programs that merit serious consideration.

SAMPLE FORMS THAT CAN BE UTILIZED IN THE SECOND METHOD OF OPERATION OF THE CENTRAL REGISTRY OF DROPOUTS

SCHOOL LEAVERS FORM I
(For Attendance Officer)

NAME: _____ SCHOOL: _____

ADDRESS: _____ AGE: _____

TELEPHONE NO.: _____ SEX: _____

The above-named child did not appear in school for the following reason(s):

_____ Left School for employment
_____ Under principal's suspension, decided not to return
_____ Expelled
_____ Married
_____ Left School (over 16)
_____ Arrested
_____ Medical

OTHER: _____

REMARKS: _____

REFERRED TO: _____

SCHOOL LEAVERS FORM II - Part I
(For Guidance Counselor)

NAME:_____ SCHOOL:_____
ADDRESS:_____ PLACE OF BIRTH:_____
_____ DATE OF BIRTH:_____
GRADE IN WHICH LEFT SCHOOL:_____ Counselor Making Report:
Teachers Assigned This Year (or Previously):_____
Racial Origin:_____ Health Condition:_____
Child Presently Living With:_____
Physical Limitations:_____
Language Spoken At Home:_____
Siblings:_____

FATHER	P A R E N T S	MOTHER
Place of Birth		
Date of Birth		
Education		
Occupation		

Welfare Assistance (circle those which apply) Yes No
Past Case Comment:_____

SCHOOL LEAVERS FORM II - Part II
(can be placed on the back of part I)

Reason Why Child Left School_____

If Expelled, Why And Under What Conditions Child Can Return To School_____

Remarks on Family Relationship_____

Comment on School Achievement and Behavior_____

Work Experience_____

Tests Administered, Results (to be handled confidentially)_____

Emotional Maturity Level_____

SCHOOL LEAVERS FORM III
(For Teachers)

STUDENT'S NAME _____ GRADE _____
TEACHER'S NAME _____
PERIOD _____ SUBJECT _____

* * *

PLEASE COMMENT ON THE ABOVE-NAMED CHILD:
SCHOLASTIC ACHIEVEMENT, MOTIVATION, ETC. _____

BEHAVIOR: _____

DO YOU FEEL ADDITIONAL SCHOOLING WILL BE BENEFICIAL?

OTHER: _____

SCHOOL LEAVERS FORM IV
(For Employment Counselor, Psychologist, or Others)

NAME _____ SCHOOL _____
ADDRESS _____ SEX _____

* * *

Employment Counselor's Name (or other making report) _____

Hobbies, Interests, Skills, etc. _____

Attitude Toward Employment, Responsibility _____

Attitude Toward Additional Education _____

Comment _____

Recommendations _____

SUMMARY

Interested community agencies, as well as the school system itself, are spared much time and effort in helping youth who have withdrawn from school by centralizing records and information about them. Such time and effort can better be spent on programs of adjustment or rehabilitation directed toward the dropout. The Central Registry of Dropouts provides figures on the number of dropouts for any given period of time by a simple counting of names. A decrease in the number of cards or folders at the Registry office during an academic year when compared with the numbers obtained during previous years may be a positive indication of strengthened school-holding power. The system readily lends itself to research possibilities.